



SC Annual School Report Card Summary

A L Corbett Middle
Aiken
Grades: 6-8 **Enrollment: 243**
Principal: Dr. Deborah Bass
Superintendent: Dr. Elizabeth Everitt
Board Chair: Dr. Christine Harkins

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2009	Below Average	At-Risk	TBD	TBD	Not Met	R
2008	At-Risk	At-Risk	N/A	N/A	Not Met	R
2007	Below Average	At-Risk	N/A	N/A	Not Met	RP

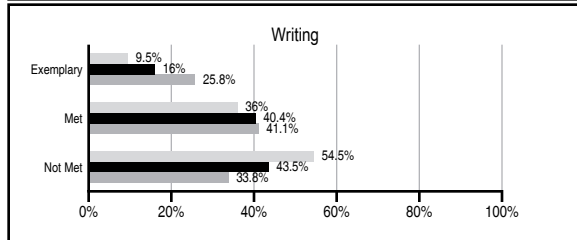
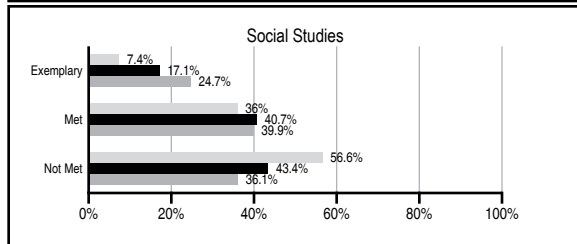
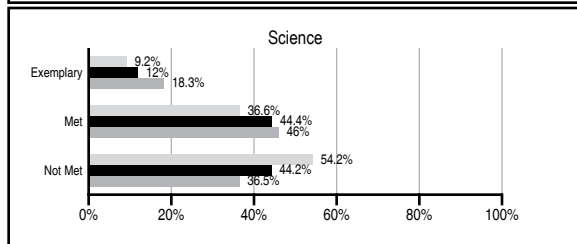
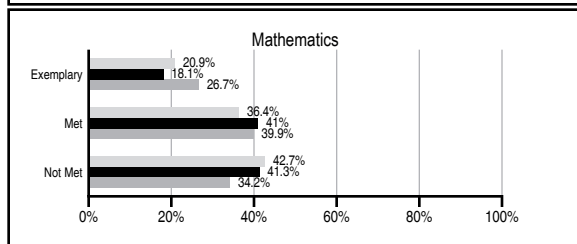
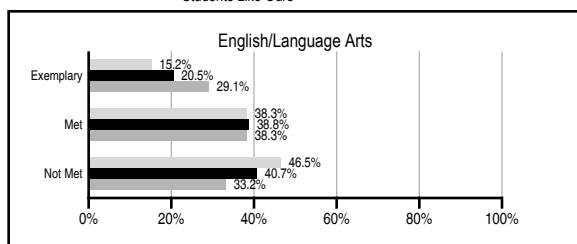
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	22	18	4

* Ratings are calculated with data available by 06/01/2010. Schools with Students Like Ours are Middle Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School Middle Schools with Students Like Ours Middle schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.

READING – GRADE 8 (2007)

South Carolina	31	44	23	2
Nation	27	43	27	2
% Below Basic % Basic, Proficient, and Advanced Below Basic Basic Proficient Advanced				

MATH – GRADE 8 (2007)

South Carolina	29	39	24	7
Nation	30	39	24	7
% Below Basic % Basic, Proficient, and Advanced Below Basic Basic Proficient Advanced				

SCIENCE – GRADE 8 (2005)

South Carolina	46	31	21	2
Nation	43	30	24	3
% Below Basic % Basic, Proficient, and Advanced Below Basic Basic Proficient Advanced				

END OF COURSE TESTS - 2009

% of students scoring 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	91.3
English 1	100.0	89.8
Physical Science	N/A	92.2
US History and the Constitution	N/A	N/A
All Subjects	100.0	91.0

SC PERFORMANCE GOAL

2010 Goal:

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

2020 Vision:

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
 NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

A L Corbett Middle [Aiken]

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=243)				
Students enrolled in high school credit courses (grades 7 & 8)	46.1%	Down from 57.6%	15.6%	21.6%
Retention rate	0.0%	Down from 1.2%	1.8%	1.2%
Attendance rate	95.7%	Down from 96.2%	95.3%	95.9%
Eligible for gifted and talented	9.1%	Down from 10.8%	9.4%	14.8%
With disabilities other than speech	17.0%	Up from 13.9%	15.3%	12.6%
Older than usual for grade	1.2%	Down from 2.4%	4.3%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.6%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=20)				
Teachers with advanced degrees	40.0%	Down from 47.8%	56.2%	56.9%
Continuing contract teachers	70.0%	Up from 60.9%	66.2%	72.7%
Teachers with emergency or provisional certificates	10.5%	Up from 10.0%	9.9%	5.3%
Teachers returning from previous year	91.0%	Up from 89.6%	81.3%	82.9%
Teacher attendance rate	95.3%	Up from 95.0%	95.1%	95.2%
Average teacher salary*	\$45,942	Up 4.8%	\$46,065	\$46,599
Classes not taught by highly qualified teachers	0.0%	No Change	4.1%	2.4%
Professional development days/teacher	19.1 days	Up from 15.6 days	11.0 days	10.8 days
School				
Principal's years at school	10.0	Up from 9.0	3.0	3.0
Student-teacher ratio in core subjects	17.0 to 1	Down from 20.4 to 1	19.2 to 1	20.1 to 1
Prime instructional time	90.1%	Up from 89.4%	89.5%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	75.9%	Down from 83.6%	96.8%	97.8%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$9,456	Up 0.4%	\$8,176	\$7,645
Percent of expenditures for instruction**	61.2%	Down from 64.0%	62.7%	63.4%
Percent of expenditures for teacher salaries**	47.1%	Down from 57.5%	55.2%	57.0%
% of AYP objectives met	89.5%	Up from 52.9%	90.5%	90.5%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	19	65	38
Percent satisfied with learning environment	89.5%	69.2%	84.2%
Percent satisfied with social and physical environment	89.5%	52.3%	84.2%
Percent satisfied with school-home relations	57.9%	73.4%	81.6%

*Only students at the highest middle school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The A.L. Corbett Middle School leadership team is delighted to report that the number of students scoring below basic continues to decline while the number of students meeting standard continues to increase. PACT test scores for all grades from past years show that ALCMS students have made progress by increasing the percent of students scoring basic, proficient, and advanced. As the team planned for the current year, goals were set to improve performance, particularly for students receiving subsidized meals and African American students. Plans were developed to emphasize schoolwide reading and remediation in math and ELA based on MAP test results, to increase professional development, and to increase parent involvement.

The universal breakfast program provided a nutritious start for every child daily. Subsequently, each student received instruction in small groups based on data from formative testing. Every teacher engaged in the math and reading initiative at the school. Math and reading teachers planned lessons that targeted students' academic weaknesses as indicated from individual RIT scores. The academic schedule included opportunities for teachers to collaborate and provide additional instructional time to students in mini-classes. Title I, Technical Assistance, and Act 135 funds were used to improve the instructional program by reducing class size and enriching content learning through real-life connections. Participation in grant-funded staff development programs provided field trips for students, technology instruction for teachers, and curriculum development for interdisciplinary planning at each grade level.

Our teacher commitment evolved as we participated in the Center for Excellence: Middle-level Interdisciplinary Strategies for Teaching. This connection supported our structured professional development on designated early release days.

Safety nets were developed to support students including a computer lab for remediation, an after school program, an early morning homework center, and tutoring by teachers.

Parent communication was improved: with monthly parent information nights; monthly parent information mornings for each grade level; newsletters from each grade level; monthly newsletters from the school; and various volunteer opportunities. Community awareness was increased by hosting a quarterly meeting of local clergy, meeting monthly with local community leaders, and involving community members in content focused mini-classes called "clubs."

Our challenges continue to be operating in an economically-deprived rural area, attracting and maintaining highly qualified teachers, maintaining adequate funding to implement programs and sustain essential operations, sustaining community and parent involvement, and securing the resources to provide substantial long-term change based on school data and the unique needs of a school located in a high-poverty rural area. However, we are committed to making informed decisions that improve the quality of life in our rural service area.

Respectfully submitted by Deborah Bass, Ph.D., principal and Erria Daniels, School Improvement Council Chair

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